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ABSTRACT

The goal of this program was to reach an unserved group of non-literate adults with limited English proficiency through the provision of English-as-a-Second-Language (ESL) tutoring by local library and community literacy programs. Nine area resource teachers and a master teacher trainer provided training for 211 teachers and volunteer tutors who, in turn, provided instruction to more than 2,000 adults with limited English skills. Requests for training came particularly from the initial flyer and training request form mailed out to over 200 libraries and agencies providing basic skills instruction. These requests were followed by a comprehensive needs assessment developed during the grant year and distributed to programs in the spring of 1990. The program's goal was accomplished through completion of 5 objectives: (1) to identify literacy training needs in Colorado; (2) to develop and adapt ESL tutor training materials and combine them into a training package; (3) to train 10 regional trainers in ESL tutor training techniques; (4) to support training of ESL tutors and teachers at the regional level; and (5) to provide program development consulting assistance for local programs and libraries in support of ESL. Appended are a list of ESL area resource teachers, a teacher training needs assessment form and program questionnaire, program rationale, program evaluation summary, meeting agenda, teacher training agenda, ESL Institute feedback form, resource list, and sample brochure. (CK)

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ED 382 053

Colorado State Library, Colorado Department of Education

Program: Colorado Literacy Action
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FINAL PERFORMANCE REPORT

LSCA VI 1990

Grant Number R167A90237

Project Period 10/1/89 - 9/30/90

Prepared by Mary Willoughby, Project Director

(303) 866-6743

Funds Granted	Funds Expended
$24,860.00	$24,706.00

FL 800 954

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PART II - NARRATIVE

ACTUAL ACCOMPLISHMENTS COMPARED TO GOALS AND OBJECTIVES

GOAL: To reach an unserved group of non-literate adults who have limited English proficiency through the provision of ESL tutorial instruction by local library and community literacy programs.

This goal was accomplished through completion of Objectives 1 through 5.

Impact

Nine Area Resource Teachers (ARTs)* and a Master Teacher Trainer provided training for 211 teachers and volunteer tutors who, in turn, provided instruction to more than 2,000 adults with limited English skills. See Appendix A for list of ARTs.

OBJECTIVE 1: To identify literacy training needs in Colorado.

Needs Assessment

Although requests for training came from a variety of sources, the most productive were the initial flyer and training request form (Appendix B) mailed out to over 200 libraries and agencies providing basic skills instruction. They were followed by a more comprehensive needs assessment developed during the grant year and distributed to programs in the spring of 1990. See the Teacher Training Needs Assessment, Appendix C.

Impact

The following training requests were identified by programs:

Methods for multilevel instruction.
Awareness of published materials.
Classroom techniques for communicative activities.
Evaluating student progress.
Testing and placement.
MELT background and adoption process.
Curriculum design.
Lesson planning.
Integrating content and language skills.

* Trainers referred to as regional trainers in the proposal became identified as Area Resource Teachers (ARTs) in the project and in the final report.

OBJECTIVE 2: To develop and adapt ESL tutor training materials and combine them into a training package.

Major Change

The proposal plan for developing ESL materials was based on adapting four different materials:

- Colorado Minority Sensitivity Training Manual
- Tutoring ESL: A Handbook for Volunteers
- Colorado Refugee ESL Language Experience
- Mainstream English Language Training

Four factors indicated that adapting the materials identi-fied in the proposal would not serve Colorado's needs for ESL teacher and tutor training. The factors were:

1. Training requests identified through the needs assessment process.
2. Increasing demand for ESL teacher training based on increasing numbers of ESL students.
3. The absence of a state-wide training schedule.
4. No consistent format and content base in training procedures.

Although needs for ESL training had been identified, no coherent plan was in place to respond effectively to those needs. Following investigation of possible plans, Colorado's adult basic skills Master Teacher Trainer recommended adoption of the California Institute framework for Colorado's ESL training. See Appendix D for the rationale and proposal for adoption.

In addition to its training for trainers, the California Institute had already developed training modules that could be adopted easily by Area Resource Teachers for use in Colorado. The training modules each contain 4 components: background information, demonstration, practice and follow-up. Each of the components are described in the flyer in Appendix B.

Colorado's ESL Training Modules

During the grant year, the Master Teacher Trainer and the ESL ARTs adopted the following modules from the California Institute:

Focussed listening
Life Skills
Problem Solving
Role Play
Competency Based ESL
Early Production
Language Experience
Information Gap
Dialogue Drills

Using the same module format, they developed four new modules, ESL Field Trips and three workplace literacy modules: Establishing Business Partnerships, Conducting Workplace Literacy Audits and Curriculum Development.

Impact

Within one year, Colorado had in place an ESL training packages, a set of teacher and volunteer training modules, listed in Appendix B, which are based in sound ESL theory and exemplify effective training practices. The modules, combined with ART training, insured consistent and cost-effective training for teachers and volunteer tutors in all regions of Colorado.

OBJECTIVE 3: Train ten regional trainers in ESL tutor training techniques.

The Master Teacher Trainer and 9 ARTs received training.

Area Resource Teacher Training

The ESL ARTs attended three workshops for a total of 40 hours of training related to this grant. In addition to explaining ART roles and responsibilities, their training consisted of:

- explanations of Colorado's plans for regional training
- adoption of the California ESL Institute
- ESL curriculum
- observation of teachers and tutors
- training design
- training styles
- demonstration of the Institute training modules listed below:

Competency Based ESL	Information Gap
Problem Solving	Role Play
Early Production	Narrative Reading
3 Workplace Literacy Modules	

See Appendix E for copies of the Evaluation Summaries of the ART training demonstration of the Information Gap and Problem Solving Modules. ART training also included module design and development as well as training needs assessment followed by scheduling of training workshops requested by the field. The workshop agendas for ART training are reproduced in Appendix F. Funding for this grant paid for the training dated July 17-19 and reproduction and distribution of the training modules listed.

Impact

The Master Teacher Trainer received training from the California ESL Teacher Institute. She and the project director planned and conducted training for the ARTs. They received 40 hours of training designed to incorporate the four components for training included in the training modules: background information, demonstration, practice and planning for follow-up. The training prepared the ARTs to provide consistent, high quality training using the ESL modules and to create additional modules for future use. The master teacher trainer and three Area Resource teachers also completed the California Institute certification process.

OBJECTIVE 4: To support training of ESL tutors and teachers at the regional level.

Regional ESL Training for Tutors and Teachers

All of the workshop training to local programs was delivered based on requests resulting from the training needs assessment.

The Master Teacher Trainer and eight Area Resource Teachers provided ESL workshops using the following ESL modules:

Dialogues/Drills	Information Gap
Competency Based ESL	Problem Solving
Life Skills Reading	Language Experience
Early Production	Role Play

One ART changed her focus from ESL to Reading

Programs representing all regions of Colorado requested and received training.

Region	# of Workshops
Four Corners	3
Metro	8
Mountain	3
North Plains	6
San Louis Valley	2
South Plains	4
Western Slope (North)	2
TOTAL	28

Although only 16 programs hosted training, on several occasions programs joined together to receive training. In addition four workshops were presented at regional mini-conferences, one on the Western Slope and the other on the Eastern Slope.

Observation of Trainers

The Master Teacher Trainer and six of the eight ARTs who provided training were observed and given feedback. See Feedback Form, Appendix G. Five of them were observed by the Master Teacher Trainer who was herself observed by the project director. Of the two ARTs who were not observed, one took a full time job outside of Adult Education and the other, an experienced trainer, observed the training provided by a new ESL ART in her region.

Impact

Between 11/11/89 and 9/27/90, ESL ARTs presented 28 workshops. The 211 tutors and teachers who attended provided instruction to more than 2,000 adult ESL students.

OBJECTIVE 5: To provide program development consulting assistance for local programs and libraries in support of ESL.

Technical Assistance

The project director, the Master Teacher Trainer, and the ARTs provided technical assistance to 16 local literacy programs relating to reporting data, evaluation, ESL Materials, training and follow-up consultation after training.

Materials

ESL resource materials that were added to the Adult Education Collection at the State Library Resource Center are listed in Appendix H.

PART II Narrative Report

LSCA VI - October 1, 1989 - September 30, 1990

2. Proposed and Actual Expenditures

		Budgeted Expenditures	Actual Expenditures
a.	Personnel	$10,000	$ 9,772
b.	Fringe Benefits	1,503	1,430
c.	Travel	776	1,233
g.	Library Materials	200	1,637
h.	Other		
	Training 10 Regional Trainers	2,760	2,278
	Regional Training Workshops	4,250	4,452
	Telephone	180	0
	Resource Library Services	236	0
	Consulting Assistance	600	538
	ESL Tutor Training Modules	1,000	483
Total Direct Charges		21,505	21,823
Indirect Charges		3,355	2,883
Total Project Cost		$24,860	$24,706

Appendix A

ENGLISH AS A SECOND LANGUAGE AREA RESOURCE TEACHERS

Nancy Alexander P.O. Box 213 Palisade, CO 81526	Mesa State College 248-1476 Home: 464-0566	
Mimi Frenette P.O. Box 1345 Durango, CO 81302	Adult Literacy Center 385-4354 Home: 274-5999	
Gwen Hill 5226 East 23rd. Ave. Denver, CO 80207	Adult Learning Source 892-8400 Home: 322-9056	
Jean Kelley P.O. Box 248 La Jara, CO 81140	North Conejos ABE (719) 247-4220 Home: (719) 247-4061	
Debbie Redmount P.O. Box 115 Basalt, CO 81621	Colorado Mountain College 925-7740 Home: 927-4984	
Tammi Santana 30719 Hill Top Evergreen, CO 80439	Jeffco ABE 238-8148 Home: 674-2408	
Kathy Santopietro P.O. Box 964 Berthoud, CO 80513	St. Vrain Valley ABE 772-6161 Home: 772-5473	
Ardith Loustalet Simons 2725 Virginia Dale Dr. Ft. Collins, CO 80521	St. Vrain Valley ABE 772-6161 Home: 484-7098	
Glenda Whalon Hovenweep National Monument Mc Elmo Route Cortez, CO 81321	Southwest BOCES ABE 565-8411 T. & Th. 11:00 to 4:30 p.m.	
Saundra Espinosa P.O. Box 48 Center, CO 81125	Adult Basic Education (719) 754-3442 Home: (719) 754-2300	

Area Resource Teachers

NORTHERN
Ardith Loustalet Simons
Kathy Santopietro

SAN LUIS
Jean Kelley
Saundra Espinosa

DENVER-METRO
Gwen Hill
Tammi Santana

MOUNTAIN
Debbie Redmount
Nancy Alexander

4 CORNERS
Glenda Whalon
Mimi Frenette

We invite inquiries about our workshops. If you would like more information please contact:

Dian Bates
Adult Basic Education
Colorado Dept. of Education
201 E. Colfax, Suite 100
Denver, CO 80203
(303) 866-6611

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COLORADO DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
201 E. COLFAX

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English As A Second Language

Teacher Training

SPONSORED BY

Adult Education Unit
at
Colorado Department of Education

CDE/State Library and Adult Education Office

Area Resource Teachers from the Adult Education Unit at the Colorado Department of Education offer workshops for Adult Educators. Program areas include Adult Basic Education, Amnesty Education and Colorado Literacy Action programs throughout the state.

These workshops are offered in cooperation with the Adult Education Unit Consultants to bring a variety of training opportunities to Colorado ESL teachers.

Components of the English As A Second Language training include:

BACKGROUND INFORMATION

Participants receive ESL theory, principles and specific techniques.

DEMONSTRATION

Participants experience a classroom simulation or view video demonstration of techniques.

PRACTICE

During the workshop, participants practice the target technique or method.

FOLLOW-UP

Classroom observation by peers or Area Resource Teachers is an integral part of the training.

TRAINING TOPIC AREAS

- Competency-Based ESL
- Lesson Planning
- Materials Review
- Effective Intake
- Amnesty Content ESL
- Literacy & ESL Instruction

Specific Classroom Techniques that can be requested:

- Dialogue Teaching
- Pair Activities/Information Gap
- Focused Listening
- Language Experience and ESL
- Life Skills Reading
- Narrative Reading
- Problem Solving
- Early Production
- Pronunciation Lessons
- ESL Field Trips

In addition to the workshops listed, a six-to-twelve hour mini course is offered.

The course provides:

an introduction to a variety of ESL methods. Methods are reviewed in compinents of principles, practice and integration with curriculum.

a review of published ESL materials.

practical instruction on teacher-made materials.

For more information contact:

Glenda Whalon
Hovenweep National Monument
McElmo Route
Cortez, Colorado 81321

Tuesday/Thursday
11:00 - 4:30 p.m.
303-565-8411

TEACHER TRAINING NEEDS ASSESSMENT

NAME _____ DATE _____

AGENCY _____

LOCATION _____

The results of this survey will be used to determine content and focus of teacher/tutor training. Please respond to the sections of the survey that apply to you and return it to your supervisor.

INSTRUCTIONAL SETTING (check all that apply)

_____ Individual tutoring

_____ Structured class

_____ Small group instruction

_____ Homebound instruction

TEACHING EXPERIENCE AS AN ADULT EDUCATOR

Check one: _____ Paid instructor

_____ Volunteer tutor

Check one: _____ Less than 6 mo.

_____ 1-2 years

_____ 3-5 years

_____ 6-9 years

_____ 10+ years

SCHEDULING PREFERENCE

1. I prefer workshops given on:
(Indicate first-1st and second-2nd choices.)

____ Mon. ____ Tue. ____ Wed. ____ Thur. ____ Fri. ____ Sat.

2. I prefer workshops given in the:
(Indicate first-1st and second-2nd choices.)

____ Morning ____ Afternoon ____ Evening

3. I prefer attending workshops offered for:
(Indicate first-1st and second-2nd choices.)

____ Half day ____ Full day ____ 1 1/2 days ____ 2 days

I. GENERAL INSTRUCTION

Indicate your needs/wants for training in general instruction by rating the items below. Use numbers 1 to 11; 1 = most important, 11 = least important.

_____ Lesson planning

_____ Time budgeting during class/tutoring sessions

_____ Planning and teaching multi-leveled classes

_____ Measuring student progress

_____ Competency Basic Instruction

_____ Testing (not placement)

_____ Learning styles

_____ Field trips (community visits)

_____ Adult education theory

_____ Use of video for instruction

_____ Computer assisted instruction

II. MATERIALS

List the core textbooks you are using now:

ESL: _____

0-4 Reading: _____

5-8 Reading: _____

Mathematics: _____

Indicate your needs/wants for training in materials used by rating the items below. Use numbers 1 to 7; 1 = most important, 7 = least important.

_____ Review of available published materials

_____ Preparing teacher-made materials

_____ Supplementing a textbook

_____ Using "realia" (real items, i.e. prescription labels, signs, job applications, etc.)

_____ Evaluating materials

_____ Storage and categorizing materials

_____ Soft ware

_____ Other: _____

III. READING / WRITING / BASIC SKILLS INSTRUCTION

My greatest need involves instruction with students in these levels: (CHECK ALL THAT APPLY TO YOU.)

_____ 0-4.9 level Beginning _____ 5-7.9 level Intermediate _____ 8-12 level Advanced

I would like training in the following topics:

Beginning Level Techniques (CHECK TOP 5 CHOICES)

_____ Language experience

_____ Whole language approach

_____ Phonics

_____ Pre-reading skills

_____ Sight word instruction

_____ Basic math (addition, subtraction, multiplication, division of whole numbers)

_____ Games and puzzles

_____ Other: _____
_____
_____

Intermediate / Advanced Level Techniques (CHECK TOP 5 CHOICES)

_____ Higher level comprehension exercises

_____ Vocabulary development

_____ Spelling

_____ Questioning techniques

_____ Free writing

_____ Life skills writing

_____ Student journaling

_____ Workplace literacy

_____ Basic Math (fractions, decimals)

_____ Other: _____
_____
_____

IV. ENGLISH AS A SECOND LANGUAGE INSTRUCTION

My greatest need involves instruction with students in these levels. Check all that apply to YOU:

_____ Beginning MELT 0-2 _____ Intermediate MELT 3-4 _____ Advanced MELT 5-8

I would like training in the following topics: (CHECK TOP 8 CHOICES)

Communicative Activities

_____ Role play

_____ Problem solving

_____ Information gap (pair activity)

_____ Total physical response

Reading

_____ Language experience approach

_____ Narrative reading

_____ Life skills reading

Vocabulary

_____ Early production (begin. level vocab.)

_____ Focused listening exercises

Methods

_____ Audio lingual instruction

_____ Natural Approach

_____ Silent Way

Structure

_____ Dialogue

_____ Drills

_____ Grammar instruction

Other

_____ Pronunciation

_____ Games

Would you be interested in university/college credit courses offered in your region? _____ Yes _____ No

If so, what content area interests you? (for example: adult teaching and learning, community ed., methods of teaching reading, ESL, learning styles, etc.)

PROGRAM QUESTIONNAIRE

This questionnaire accompanies the Teacher Training Assessment. Complete this form after collecting assessments from your instructional staff.

Name _____ Date _____

Program Name _____ Agency _____

_____ Total number of teachers serving adults in 0-8 level reading, ESL or basic skills instruction.

_____ Total number of volunteers serving adults in 0-8 level reading, ESL or basic skills instruction.

_____ Number of teachers who completed the needs assessment.

_____ Number of volunteers who completed the needs assessment.

Please use this space to offer comments or suggestions concerning the process of completing the assessment:

Rationale

Due to a growth in student population, forty two Adult Basic Education programs in Colorado are experiencing a greater need for ESL teacher training.

Training requests throughout the state include:

- methods for multilevel instruction
- awareness of published materials
- classroom techniques for communicative activities
- evaluating student progress
- testing and placement
- MELT background and adoption process
- curriculum design
- lesson planning
- integrating content and language skills

These requests are currently being answered by four part time Area Resource Teachers (ART). Two of those teachers rarely travel outside their regions due to travel limitations and teaching schedules.

There is no state wide schedule for training nor is there a single format or content base in training procedures.

In order to meet program needs and to bring consistency and merit to delivery of training services, a plan for training is needed.

The California ESL Teacher Institute can provide a framework for such a plan because its content includes several training needs identified above and because it provides a structure that can be implemented regionally. The Institute allows for flexible implementation and for sound acceptable theory based training in the field of ESL.

ESL Teacher Institute training modules include:

- Components of ESL/CBE
- Technique modules --
  - focused listening
  - early production
  - life skills
  - language experience
  - problem solving
  - information gap
  - role play
  - dialogue
- CBE Lesson Planning

It would seem that ARTs can complete these modules themselves, then design regional training that is flexible while structured and managable to meet growing teacher training needs.

Proposal

It is proposed that Colorado ESL Area Resource Teachers receive and implement training from the California ESL Teacher Training Institute. Stages for adoption are described below.

Stage I

Five Area Resource Teachers (ARTs) receive initial institute training in Colorado. The training includes 18 hours to complete the modules.

Stage II

ARTs complete institute certification requirements through classroom videos and observations. The videos are reviewed and evaluated by institute staff.

Stage III

The ART's revise or add to institute modules so that complete training modules can be oriented to Colorado teacher needs.

Stage IV

Teh ART's design a plan for training implementation within individual regions. The plan is integrated with training from Colorado literacy programs and Colorado Amnesty program.

Stage V

Regional training and classroom observation is implemented in 2 programs per region during the FY 1989-1989.

Stage VI

Under supervision of the State ABE Director, the ART's review activities in each stage giving recommendations for future use and evaluate the training effectiveness within each region.

7. What I found most useful was ...

practical exercises
discussion about vides
feedback forms -- 2
video -- 3
background information
activities were explained well

8. What I found least useful was ...

background information -- 3
the task was not clear at first
needed more time on background infromation

9. What I would like more of is ...

individual step by step instruction
ideas for developing own information gap activities
specific information on how to teach the activity
ideas on how to adopt materials, more

10. How appropriate was the workshop in meeting your needs?

3 -- 1 4 -- 8

11. Comments:

I like the structured approach of this institute. I have tended to go to optional ways etc. before teachers have the method/technique clear.

Need more practice in developing other information gap activities. Presentations were very clear. Kathy has a wonderful way of dealing with participant questions and relating them to the module content and purpose.

You can explain things well. I see how I can use it and learn a lot of techniques.

This technique has a good connection with MELT.

Information Gap EVALUATION Total 9

TEACHE INSTITU

LOCATION AND SESSION | ADULT EDUCATION AGENCY | DATE

FACILITATOR | FACILITATOR | FACILITATOR

In an effort to improve our services, we are asking you to evaluate both the CONTENT of the workshop presentation and the APPROPRIATENESS of the selection of the workshop

EVALUATION OF WORKSHOP		(Circle Appropriate Number)				
1. Were the objectives for this presentation clear?	Vague	1*	2	3 (2)	4 (7)	Clear
2. How helpful were the activities to the attainment of the ojectives?	Very Little	1*	2	3 (3)	4 (6)	Very Much
3. Was the workshop well-paced?	Poorly Paced	1*	2	3 (2)	4 (7)	Well Paced
4. Were the materials and audio visual aids used effectively?	Not Effective	1*	2	3 (1)	4 (8)	Very Effective
5. Did you understand the main concepts?	Little	1*	2	3 (1)	4 (8)	Fully
6. Are you prepared to apply the concepts?	Little	1*	2	3 (3)	4 (6)	Fully

See attached—

RECOMMENDATIONS/CONCERNS/REMARKS:

7. What I found most useful was . . .

8. What I found least useful was . . .

9. What I would like more of is . . .

EVALUATION OF WORKSHOP SELECTION:

10. How appropriate was the workshop in meeting your needs?	Not Approp	1*	2	3	4	Very Approp

11. Comments:

* Please comment regarding any questions rated as "1"

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Total : 8

Longmont
ART training

9/1/89

ıte

Before This Workshop, I Could...	With Difficulty			Easily
use the information gap technique in my own class(es)	1	(2) 2	(4) 3	(1) 4
recognize the goal and underlying principles of the information gap technique	(1) 1	(4) 2	(3) 3	(1) 4
set up an information gap activity	1	(5) 2	(5) 3	(1) 4
adapt materials to create an information gap activity	(2) 1	(1) 2	(3) 3	(2) 4

After This Workshop, I Can...	With Difficulty			Easily
use the information gap technique in my own class(es)	1	2	3	4 (9)
recognize the goal and underlying principles of the information gap technique	1	2	3	4 (8)
set up an information gap activity	1	2	(1) 3	4 (5)
adapt materials to create an information gap activity	1	2	(3) 3	4 (6)

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7. What I found most useful was ...

Discussing and listening to everyone's ideas.
The goal/objective sheet.
Video -- 3
Structuring of a problem solving activity.
Accomplishing the task assigned.
Very good examples and explanations.
The background information.
Preparing the lesson in task #1.

8. What I found least useful was ...

The feedback page has some faults, although I think that the process of giving feedback is valuable.
The technique maybe not useful for beginners unless modified greatly.
Task #1.
The percentage questions on the feedback form.
Don't care for the feedback form.

9. What I would like more of ...

Practice.
Activities related to the MELT competencies.
Time to think it out and make my own applications.
Practice in the classroom.
Better developed task.

10. How appropriate was the workshop in meeting your needs?

3 -- 2 4 -- 6

11. Comments:

Because I have not taught advanced students, this module has provided insights about working with advanced level.
I know I will use problem solving in the classroom.
Feedback form could be rewritten for clarity, especially the last question.
The video is most useful.
Everything was much more structured and easily understood.
Good explaining.

Total 9

Problem Solving

DNAE

EVALUATION OF ESL TEACHER INSTITUTE

LOCATION AND SESSION _____ ADULT EDUCATION AGENCY _____ DATE _____

FACILITATOR _____ FACILITATOR _____ FACILITATOR _____

In an effort to improve our services, we are asking you to evaluate both the CONTENT of the workshop presentation and the APPROPRIATENESS of the selection of the workshop

EVALUATION OF WORKSHOP		(Circle Appropriate Number)				
1. Were the objectives for this presentation clear?	Vague	1*	2	3	4	Clear (4)
2. How helpful were the activities to the attainment of the ojectives?	Very Little	1*	2	(1) 3	(3) 4	Very Much
3. Was the workshop well-paced?	Poorly Paced	1*	2	(1) 3	4 (3)	Well Paced
4. Were the materials and audio visual aids used effectively?	Not Effective	1*	2	(1) 3	4 (3)	Very Effective
5. Did you understand the main concepts?	Little	1*	2	3	4 (4)	Fully
6. Are you prepared to apply the concepts?	Little	1*	2 (1)	3 (3)	4 (5)	Fully

RECOMMENDATIONS/CONCERNS/REMARKS: Sit interactive

7. What I found most useful was . . .

8. What I found least useful was . . .

9. What I would like more of is . . .

EVALUATION OF WORKSHOP SELECTION:

10. How appropriate was the workshop in meeting your needs?	Not Approp	1*	2	3	4	Very Approp

11. Comments:

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Rev: 05/03/88

* (Please comment regarding any questions rated as "1")

EVALUATION

ESL Teacher Institute

Information Gap

Before This Workshop, I Could...	With Difficulty			Easily
use the information gap technique in my own class(es)	1	2 (2)	3 (4)	4 (2)
recognize the goal and underlying principles of the information gap technique	1	2 (4)	3 (2)	4 (1)
set up an information gap activity	1	2 (2)	3 (5)	4 (1)
adapt materials to create an information gap activity	1 (2)	2 (1)	3 (3)	4 (2)

After This Workshop, I Can...	With Difficulty			Easily
use the information gap technique in my own class(es)	1	2	3	4 (8)
recognize the goal and underlying principles of the information gap technique	1	2	3	4 (8)
set up an information gap activity	1	2	3 (1)	4 (1)
adapt materials to create an information gap activity	1	2	3 (3)	4 (5)

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EVALUATION

ESL Teacher Institute

Problem Solving

Before This Workshop, I Could...	With Difficulty			Easily
use problem solving in my own class(es)	1 (3)	2 (2)	3 (3)	4
recognize the goal and underlying principles of problem solving	1	2 (4)	3 (4)	4
bring stories, dialogue, pictures to class which reflect the problems and concerns of my students	1	2 (3)	3 (4)	4
provide students an opportunity to identify and discuss a variety of possible solutions and their consequences	1	2 (4)	3 (4)	4
provide an activity in which individuals make their own choices and decisions	1	2 (5)	3 (3)	4

After This Workshop, I Can...	With Difficulty			Easily
use problem solving in my own class(es)	1	2	3 (4)	4 (4)
recognize the goal and underlying principles of problem solving	1	2	3 (1)	4 (7)
bring stories, dialogue, pictures to class which reflect the problems and concerns of my students	1	2	3 (3)	4 (5)
provide students an opportunity to identify and discuss a variety of possible solutions and their consequences	1	2	3 (1)	4 (7)
provide an activity in which individuals make their own choices and decisions	1	2	3 (2)	4 (6)

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Area Resource Teacher Meeting
Airport Hilton Hotel

Thursday, November 16, 1989
1:00 p.m. to 6:00 p.m.

1:00 - 1:15	Opening Activity -- Mimi Frenette
1:15 - 2:30	Progress Reports from ART's Each ART is asked to share project related accomplishments since initial training. ° Share classroom experiences with the techniques presented in the Longmont training. (Problem Solving and Information Gap) ° Module Development -- bring 12 copies of any additions to modules -- background information, readings, suggested tasks, etc. Bring copies of any new modules created. (Other than California modules.) ° Workshop Reports -- Within your region, what training has taken place and what was the ART involvement? ° Report any other ART activities, concerns.
2:30 - 2:45	Break
2:45 - 3:30	Classroom Observations -- Kathy Santopietro ° Background Information ° Approaches: Supervisory Approach Alternatives Approach Non-Directive Approach ° Functions of Teachers ° Combining approaches/Guidelines
3:30 - 4:30	ART Process for Observations -- Mary Willoughby ° Pre observation process. ° Observation Guidelines/Criteria ° Post observation process ° ART forms and paper work
4:30 - 4:45	Break
4:45 - 5:45	Role-Play Post Observation Conference -- Kathy and Mary ° With experienced teachers ° With new teachers Practice Post Observation Conference Using the Early Production Module, ART's practice using ART forms, guidelines.
5:45 - 6:00	Closing -- Dian Bates

AREA RESOURCE TEACHER TRAINING AGENDA

Tuesday-Thursday July 17 - 19

Olde Columbine School
621 Baker Street
Longmont, CO 80501
(303) 772-6161

Tuesday

11:00 - 11:30 a.m.	Opening Activity Introductions	Nancy Alexander
11:30 - 12:30	Role of Arts History/Background Agreement Review Regions/Directory ART Forms/Policy	Glenda Whalon
12:30 - 1:30p.m.	Lunch / Bob Sample	Lucy Stromquist
1:30 - 3:00	Designing and Delivering Training	Mimi Frenette
	Training Styles Inventory	Kathy Santopietro
3:00 - 3:15	Break	
3:15 - 5:00 p.m.	Small Group - Needs Assessment Results - Calendar Requests - Planning for ART services	
5:00 - 6:30	Free Time Hotel Check-In	
6:30 p.m.	Dinner	Lucy Stromquist

Wednesday

9:00 a.m.	Opening Activity	Jean Kelley
9:15 - 11:15 a.m.	Workplace Literacy Module #1 Establishing Business Partnerships	Roberta Hodkowski
11:15	Break	
11:30 - 1:30 p.m.	Workplace Literacy Module #2 Conducting Workplace Literacy Audits	Chris Kneeland
1:30 - 2:30 p.m.	Late, light lunch	Lucy Stromquist
2:30 - 4:30 p.m.	Workplace Literacy Module #3 Curriculum Development	Kathy Santopietro
4:30 - 5:30 p.m.	Free Time	
5:30 - 7:00 p.m.	Dinner	Lucy Stromquist
7:00 - 9:00 p.m.	What do you mean, Mandela?	Kathy Santopietro

Thursday

9:00 a.m.	Opening Activity	Debbie Redmount
9:15 - 11:15 a.m.	Group 1 New ARTS Classroom Observations	Ardith Loustalet Simons Mary Willoughby
	Group 2 Experienced ARTS Module Development Assignments Independent Work	Kathy Santopietro
11:15 - 11:45 a.m.	CDE Staff Comments	Dian Bates Mary Willoughby
11:45 - 12:45 p.m.	Lunch	Lucy Stromquist
12:45 - 3:30 p.m.	Narrative Reading Module	Kathy Santopietro
3:30 - 4:00 p.m.	Closing Activity Evaluations	Louise De Booy

Area Resource Teacher (ART)
Regional Training Agenda

Olde Columbine School
621 Baker Street Longmont

Thursday, August 31st

10:00 a.m. to 12:00 noon

Introductions
Review of Colorado Regional ESL Training Proposal
Review of California ESL Teacher Institute Adoption
- Background
- Institute Philosophy
- Content

Clarification of Roles
- ART Responsibilities
- CDE Staff assistance
- Program Directors

12:00 noon to 1:00 p.m.

Lunch (provided/in school)

1:00 p.m. to 3:00 p.m.

ESL Curriculum
- definition of terms
- types of syllabi
- Competency-Based ESL
  - rationale
  - focus

3:00 p.m. to 4:00 p.m.

Business of Being an ART
- Regional Directories
- Brochure
- ART Activity Sheets
- Reimbursement Process

Friday, September 1st.

9:00 a.m. to 11:30 a.m.

CA Institute Information Gap

11:30 a.m. to 12:30 p.m.

Lunch (restaurant)

12:30 p.m. to 3:00 p.m.

CA Institute Problem Solving

3:00 p.m. to 4:00 p.m.

Individual ART Plan for implementation in CO regions
Module Development Assignments
Closure

Appendix G

ESL INSTITUTE
FEEDBACK FORM: FACILITATION SKILLS

Directions: For each item, circle yes or no to indicate whether you observed the behavior. Then cite your evidence.

	Circle One		Description of Evidence
STARTING THE TRAINING			
Arrive early to greet participants, check equipment and room arrangement	Yes	No	_____
State objectives of the training	Yes	No	_____
Review the agenda	Yes	No	_____
Check out and "moderate" expectations with expectations of participants	Yes	No	_____
Provide a warm-up activity enabling group to discover things about each other that can contribute to interaction during and following the training (get acquainted if first of series, review if other than first of series)	Yes	No	_____
DURING THE TRAINING			
<u>Active Participation:</u>			
Maintain focus on a single item until it is completed	Yes	No	_____
Refocus when necessary	Yes	No	_____
Use "important issues" method of saving off-topic ideas	Yes	No	_____
Use clear transitions from one section of agenda to another (summarize previous and direct to next)	Yes	No	_____

	Circle One		Description of Evidence
DURING THE TRAINING			
Active Listening:			
Listen, clarify, paraphrase as needed	Yes	No	_____
Use the power of wait time in order for the group to respond	Yes	No	_____
Clarify by checking for understanding or asking participants to paraphrase (if necessary)	Yes	No	_____
Encourage participation by using open ended or direct questions	Yes	No	_____
Make summary statements during the discussion	Yes	No	_____
ENDING THE TRAINING			
Summarize main points	Yes	No	_____
Identify follow-up assignments for participants	Yes	No	_____
Provide for evaluation (e.g., encourage participants to reflect on the experience and verbalize any learnings, ask for feedback, distribute and collect written evaluation)	Yes	No	_____

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	Circle One		Description of Evidence
During the Training Active Participation (Cont'd)			
Provide clear process guidelines, clarify, and check for understanding	Yes	No	_____
Adjust time allotments according to needs of participants	Yes	No	_____
Welcome questions (do not get defensive)	Yes	No	_____
Encourage the expression of different viewpoints	Yes	No	_____
Provide recognition to people and ideas, assume most participants have something to contribute	Yes	No	_____
Harmonize differing views (if necessary)	Yes	No	_____
Contribute opinions	Yes	No	_____
Don't do all of the work; e.g., don't answer all questions or lead with your ideas, utilize pairs and small groups so trainees actively involved	Yes	No	_____
Avoid placing people in embarrassing situations	Yes	No	_____

Appendix H

New ESL Resource Materials

LSCA VI, Fiscal 1990

"Approaches and Methods in Language Teaching," Cambridge Univ. Press

"Approaches to Syllabus Design for Foreign Language Teaching," Prentice Hall

"Communicating Naturally in a Second Language," Cambridge Univ. Press

"Communicative Approach to Language Teaching," Oxford Univ. Press

"Communicative Language Teaching," Cambridge Univ. Press

"Counseling Learning," Grune & Stratton, Inc.

"Encore 1, 2 and 3," Heinle & Heinle

"ESL for Action: Problem Posing at Work," Addison-Wesley

"Lifeskills 1 & 2," Addison-Wesley

"Memory Meaning and Method," Newbury House

"Methodology in TESOL," Newbury House

"Pyramids," Univ. of Michigan Press

"Stepping Out," Collier-Macmillan

"Teaching Language as Communication," Oxford Univ. Press

"Teaching English to Speakers of Other Languages," McGraw-Hill

"Teaching Patients with Low Literacy," Harper and Row

"Techniques and Principles in Language Teaching," Oxford Univ. Press